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Brandeis University
**Florence Heller
Graduate School**
for advanced studies in social welfare

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Focus and Objectives

The Florence Heller Graduate School is an innovator in professional social welfare education and a leader in social policy research. Since its establishment in 1959, the School's fundamental mission has been to train the future generation of leaders who will mold social policy and manage the nation's health and human services delivery system. In its more than two decades the focus of the Heller School's educational and research programs has been consistently refined to respond to newly emerging health and welfare challenges.

To this end the Heller School has developed an integrated, multi-disciplinary curriculum incorporating political, economic and sociological perspectives of the policy process, while stressing the analytic and administrative skills required to develop and implement effective social welfare programs. It is the hallmark of the Heller School's educational program to combine theoretical approaches with pragmatic experiences of practical application in order to prepare its students for responsible careers in health and human services.

In its educational programs, its research and its public service activities, the Heller School faculty encourages students to take a broad and reflective approach to social policy and planning. The scope of this focus includes:

- 1) The identification of social problems and the contributing demographic, ideological and institutional factors.
- 2) The analysis of policy alternatives by elucidating how social and political processes, and economic and technical choices affect policy formulation and implementation.
- 3) The development of implementation strategies encompassing policy development, program planning, and management control to assure that policies can be translated into effective programs.
- 4) The evaluation of social policies and programs, emphasizing their effectiveness in meeting legislative intent and their distribution of costs and benefits among different populations and functions.

Students are selected for their record of professional achievement and their promise of academic excellence. The School's national reputation for training intellectual leaders and its professionally oriented curriculum enables graduates to enter careers providing opportunities for

significant contribution to the health and welfare system. More than three hundred Heller alumni currently serve in a broad diversity of professional positions: four are college presidents; thirty are or have been deans of schools of social work or social welfare; many are university teachers and researchers; scores are managing social welfare programs and planning welfare activities on state, regional, national and international levels.

The Heller faculty represents a broad spectrum of the social sciences and related professions: political science, sociology, economics, management psychology, law, medicine and social welfare planning. The faculty includes some of the nation's most respected experts in the major human services areas: gerontology, health policy and planning, long-term care, income maintenance, employment training, mental health, developmental disabilities, alcohol abuse, family policies, and child welfare. Individually and collectively, the faculty has a record of impressive achievements in teaching, research and the practice of the human services. Beyond their work at the Heller

School, many engage in lecturing and services outside the University. Faculty members hold prominent positions on governmental advisory commissions, national task forces, review panels and international agencies. Besides providing service to the community, these professional activities frequently offer students training experience in research and consultation.

The Heller School recently was awarded a special Ford Foundation grant to expand its public policy program. The School's new master's program has received a three-year Luce Foundation Grant for curriculum development. The Office of Education has supported the development of the human services' management curriculum and provided Fellowships for graduate students. This year, the Heller School was selected to participate in The Hubert H. Humphrey Fellowship Program. Humphrey Fellowships permit five to eight foreign students to undertake a year of management training at the Heller School. The support afforded by these grants, together with the national recognition of having been selected from a large number of prestigious academic institutions, has permitted the Heller School to accelerate its adaptation to changing societal needs.



Educational Programs



Educational Programs

The Heller School offers both a master's degree in human services management and a doctor of philosophy in social welfare. The master's program prepares graduates for middle and upper-level management careers in the human services in public, private and non-profit sectors. The Ph.D. program trains students for advanced positions in policy analysis, planning, administration and research.

The Master's Program in Human Services Management

The Master's Degree Program, instituted in 1977, reflects the Heller School's commitment to meet the growing national demand for professional human services managers. Building on the Heller School's long-standing work in the health and welfare fields, this specialized management program has been designed expressly to prepare students for the complex and rapidly changing role of today's human services manager. Broadly defined, the principal objective of the management program is to train individuals committed to careers in the human services in the sophisticated techniques of modern management.

A unique curriculum has been designed for this purpose emphasizing both practical and theoretical approaches to human services management. By

combining technical management skills, the study of public management and issues of social policy analysis, the curriculum reflects several fundamental educational objectives:

- 1) to provide a firm basis for students to understand contemporary management techniques, including financial accounting, management control, budgeting, program evaluation, information systems and statistics;
- 2) to develop a larger perspective of management, enabling students to view a particular program within broader administrative, bureaucratic, legal and legislative contexts;
- 3) to familiarize students with policy issues in substantive human service areas such as aging, long-term care, health, mental retardation, mental health, family and children's services, and employment and income maintenance.

Curriculum of the Master's in Human Services Management Program

Planned as an intensive academic program, the Master's in Human Services Management requires students to complete at least 12 courses and a management laboratory project. Students enter the program in June for the first trimester. Course work, arranged in consultation with a faculty adviser, provides comprehensive training in three coordinated areas of

study. The first constitutes the core management curriculum, which furnishes an understanding of organizations and develops the managerial skills required to run complex enterprises. The second category of courses highlights problems human service managers, like all public administrators, face when they transact with other institutions or agencies of public bodies. The third cluster of courses comprises a flexible set of electives focused on one or two of the substantive health and welfare program areas.

Degree Requirements

To receive a Master's of Human Services Management degree a student must:

- Complete a minimum of 12 semester courses including the following six required core courses:
 1. 2.50 Financial Management in Non-Profit Organizations
 2. 2.51 Management Control in a Non-Profit Organization
 3. 2.52 Problems in Public Management
 4. 2.55 Introduction to Information Systems
 5. 2.70 Economics of the Public Sector
 6. 2.80 Social Program Evaluation
- Complete six elective courses chosen from other management offerings including:
 - Organizational Behavior

- Personnel Management and Labor Relations
- Bureaucratic Politics
- Legal Aspects of Human Services Administration
- Techniques of Administrative Reform
- Analysis of Trends in Human Service Delivery Systems

and from courses in substantive areas such as health, gerontology, employment and income transfers, mental health, developmental disabilities, alcoholism, children and family services. Master's students may take two electives of relevant graduate work at other institutions while working toward the degree.

- Complete a Management Laboratory Project

The management laboratory project anchors the curriculum in the practical solution of actual management problems. Each student is part of a team, closely supervised by Heller faculty members assigned to a local agency or organization which has expressed a need for management consultants. Each team is responsible for identifying the management problem, analyzing alternative solutions, and developing a plan for corrective action. The management projects represent a unique opportunity for students to gain experience by applying their skills to actual managerial problems. The projects reflect pragmatic exercises, demanding

an approach to problem-solving that prepares students for the actual conditions they will encounter once they are professional managers. In addition to the required course work and the laboratory project, master's students are strongly encouraged to attend a series of specialized intensive courses offered between the fall and spring semesters. The mini-courses are intended to enhance and extend other course offerings by focusing upon specific topics such as grant writing, fund raising, statistical analysis for managers, management of the small organization, introduction to computers and programming for human services management and other subjects of particular concern to human services managers.

The Degree

Applicants for the Master's Program in Human Services Management preferably should have work experience which includes exposure to planning, management, budgeting or related activities. Past experience indicates that this program could benefit those who have professional or graduate degrees—LLB, MPH, MSW, or Ph.D. However, neither experience in the human services nor a graduate degree is a prerequisite for admission.

Although requiring nearly as many courses as most two-year master's degrees, the Heller Program in Human Services Management concentrates studies within a single year. Most

students complete the required course work within a 12-month, three-semester period, beginning in June and ending in May. Nevertheless, recognizing that individuals interested in the program face a multiplicity of factors that determine their academic schedules, the program provides several alternatives to obtain a degree. Part-time studies are possible for students who cannot arrange their schedules for full-time attendance at Heller. It is expected that part-time students will complete their requirements within three calendar years of enrollment. A 15-month program is available to some highly qualified candidates who have had limited professional experience, and for those students who desire a less intensive program. Students in the extended program will spend an additional summer in residence. Tuition for the 15-month program will be slightly higher than the 12-month program.

Most graduates seek employment as middle or upper-level managers in the human services field. A limited number are considered for admission with advanced standing to the Heller School Ph.D. program.

Recent graduates of the master's program have accepted positions as the

- director of a health research institute;
- director of an area health education center;
- budget analyst for Massachusetts Executive Office of Human Services;

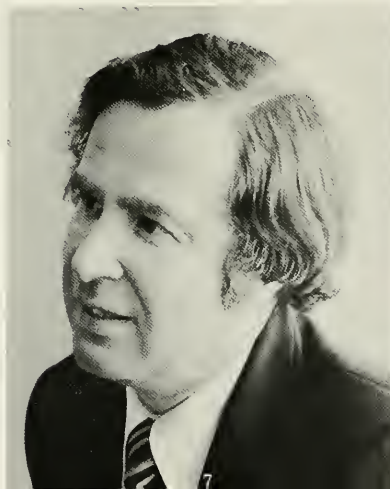
- deputy director of the Department of Aging Services in Tampa, Florida;
- head of purchase of service unit of Massachusetts Department of Public Welfare;
- director of Catholic Social Service;
- associate area director of Massachusetts Rehabilitation Commission;
- assistant director of planning for the United Way of Rhode Island;
- supervisor of occupational therapy of Boston's Affiliated Hospital Center;
- regional director, Massachusetts Department of Mental Health;
- planner in Massachusetts Department of Mental Health;
- assistant to the vice president for organizational development of Marriott Hotel Corporation.

Doctoral Program in Social Policy, Planning, Administration and Research

The Heller School's Doctoral Program in Social Policy and Planning has been at the nucleus of the School's educational and research activities since its inception in 1959. The program attracts a mature student body, most of whom have already earned an advanced degree and have compiled significant experience in social policy careers before entering the School. This combination of prior experiences and diversity of

backgrounds creates a student body knowledgeable about contemporary social issues, committed to careers in social policy, planning, research and administration, and active participants in the educational process at the Heller School.

Doctoral students progress from a core curriculum consisting of fundamental analytical skills and theoretical approaches to the practical analysis of policy issues. Students similarly progress from general courses providing the foundations of policy analysis to more specialized fields of study in substantive health or welfare areas.



Core Curriculum of the Doctoral Program

The curriculum's core sequences provide research and analytic skills, as well as multiple disciplinary approaches to social policy analysis. Usually completed in three semesters, the core curriculum is comprised of five components:

- 1) Three semesters of *Research Methods and Statistics* introduce students to statistical methods and research design of special interest to social policy analysts and planners. Methods of statistical analysis are studied in the context of concrete policy issues. Research methods stress techniques commonly employed in applied research.
- 2) *Social Contexts of Policy Issues* familiarizes students with major social welfare and policy concerns by exploring the relation between American society and various modes of social policy analysis. Social institutions, ideologies and types of structures and processes most relevant to the development, implementation and evaluation of social policy are stressed.
- 3) *Political Perspectives on Social Policy* examines significant political factors that shape American social policies. Of particular concern are the development and structure of our political institutions; the distribution and uses of power in the political

context; and the functioning of contemporary bureaucratic structures.

- 4) *Economic Foundations for Social Policy Studies* presents microeconomic theories particularly appropriate to analyzing social policy issues. How the economy fits into the broader social context, and how economists have developed resource allocation theories to analyze social policy problems are explored.
- 5) *The Integrative Policy Analysis Seminar* is usually taken in the student's third semester. This course is designed to integrate and apply perspectives and analytic techniques from sociology, economics, political science and other related disciplines. The course stresses policy analysis in the specific substantive area of the student's interest.

Degree Requirements

Students seeking a Ph.D. degree must fulfill the following requirements:

- Completion of a minimum of 14 semester courses for students entering with a master's degree in a relevant area, and 18 for students not having such a degree. Doctoral students may elect to take up to four courses of relevant graduate work at other institutions while they are working toward their degree.

Full-time residence requirements are two years for students with a prior

graduate degree and three years for those who have no previous graduate degree. Part-time students fulfill the residence requirement when they complete the number of courses equivalent to full-time residence.

- Satisfactory completion of a written Qualifying Examination after the third semester, testing students' mastery of material included in the core curriculum. Students are not required to take the courses, but will be held responsible for the content covered in the following core courses:
 - a. Social Contexts of Policy Issues
 - b. Political Perspectives on Social Policy
 - c. Economic Foundations for Social Policy Studies
 - d. Research Methods and Statistics (two semesters) and *either* Methods of Applied Research or Regression and Analysis of Variance

In addition, each student must complete:

- the Integrative Policy Analysis Seminar
- a foreign language
- an acceptable doctoral dissertation.

Fields of Specialization



Since the Heller School's curriculum is designed to train students in policy, planning, administration and research, and to encourage students to concentrate in a specialized social welfare area, substantive health and welfare courses constitute a significant aspect of the educational program. Currently, the Heller School offers organized curriculum sequences in the fields of aging; children's services; public policy and the family; long-term care; health policy, planning and administration; policy analysis in alcoholism; mental health; mental retardation and developmental disabilities; and employment and income transfers. Students may choose to concentrate in one of these substantive areas, or may prefer to develop an individual program of studies in consultation with their advisors.

The specialized curricular programs are supported in large part by training grants made available by governmental and voluntary funding sources. These training grants usually pay tuition and a monthly stipend. Students receiving training grant support are expected to fulfill the specific grant requirements including several courses in the substantive area and writing a dissertation in a relevant subject.

Aging

Career training and research activities in the aging program emphasize public and private income maintenance programs; industrial gerontology; the current and future economic status of the aged; the political attitudes and behavior of aging persons and of aging-based organizations; the political processes through which policies affecting the aged are developed; the intergovernmental, and the other organizational relations that are critical for the development and implementation of programs for the aging; and policy analysis and impact research on policies and programs that may affect the aging.

Professor Binstock, a political scientist and past president of the American Gerontological Society, directs the program in The Economics and Politics of Aging. Career training is carried out in both the doctoral and master's programs, with stipends and tuition scholarships available through the Heller School. Specialized courses are given in the economics of aging by Professor Schulz, an expert in the areas of income maintenance and pension policy, and in the politics and policy processes of aging by Professors Binstock and Hudson. In addition, students are encouraged to draw upon complementary resources of the Heller School programs in health, long-term care, mental health and income maintenance and manpower.

Policy Analysis in Alcoholism

This is the only Ph.D. program devoted to training policy analysts for the field of alcoholism. Students receive an overview of key policy issues in the field of alcohol use and abuse, examine current policies for addressing the issues, and become familiar with various approaches of evaluating existing policies, and preparing the groundwork for new initiatives.

While there is no effort to limit the range of policy issues students may pursue, the faculty's research interests emphasize certain areas of inquiry. Professor Wyatt Jones, who holds a joint appointment at a Veteran's Administration hospital unit specializing in alcohol treatment, has been involved in a number of treatment evaluation studies. He regularly sponsors trainees who use the V.A. setting to analyze treatment-related policies. Professor Henry Cutter, also located at the V.A. hospital, has a national reputation for his work in behavioral research in alcoholism. Rebecca Black has studied the relation between alcohol and family abuse. Professor Norman Kurtz, director of the training program, is analyzing policies for responding to alcohol abuse in occupational settings. In addition, he has worked closely with the National Institute on Alcohol Abuse and Alcoholism in manpower development issues.

Students are preferred who have some experience in alcohol-related areas. They are required to participate in two seminars in alcoholism and are also expected to attend a series of conferences and meetings designed to expose them to a broader range of policy problems. Trainees must devote their dissertation research to an alcohol policy issue.

Children's Services

Heller School faculty members and students approach children's services from a variety of perspectives. Foster care, child abuse, day care, as well as new policies and service delivery patterns, are analyzed in a course entitled, "New Trends in Child Welfare Services." The contributions of legal decisions to the delivery of children's services are the principal interest of Professor Dybwad. Issues in child health are the particular concern of Professor Klerman, and the problems of persons with mental retardation and other developmental disabilities are special areas of interest for Professors Dybwad and MacEachron.

Knowledge about children's services has been enlarged by Heller faculty and student research. Professor Gil conducted the first major epidemiological analysis of child abuse. Professor Klerman has studied adolescent childbearing and handicapped children. Professor Dybwad

contributes an international perspective gained from worldwide travel during the past 20 years and from his work with the United Nations and other international agencies. Professor MacEachron conducts social science research at a major mental retardation facility. Students have conducted dissertation research in these areas as well as in juvenile delinquency and child health policy. Under a grant from the U.S. Department of Health and Human Services, student stipends and tuition scholarships are available for a limited number of students interested in child welfare administration.

Family Research and Family Policy

The family program relates policy analysis, planning and research to the changing structure and functions of the family. Historical, economic, and demographic trends are considered in the course, "Social Policy and the Family," which outlines current policy trends. A second course, "Family, Employment, and Sex Roles," treats the changing work-family nexus, and examines programs and policies for easing current inequities between different family types.

Faculty and student research projects link the family program to the school's other fields of concentration. Family home care and response to crisis are particular concerns of Professor

Perlman. Professor Giele conducts research on historical change in the family, changing sex roles, and current family policy development. Students are encouraged to explore family-related issues as they occur in aging, long-term care, mental health, mental retardation, children's services, health delivery, alcoholism, and income maintenance.

Health Policy, Planning and Administration

The program in health studies employs a multidisciplinary approach to train doctoral students in health policy analysis and planning, and master's students in health administration. The program emphasizes practical skills relevant to the changing needs of the health field. Doctoral students in health studies are instructed in the fundamental techniques of statistics, research methods and management as well as in health planning and regulation, health policy, health economics and administration. Students may choose to specialize in a particular area of health such as long-term care, mental health, child health, or mental retardation.

Master's students in the health administration program will take the core courses of the master's program and a course in health administration. They also are expected to choose courses from among the several health area courses listed above. In addition, students may

elect courses from among the school's substantive areas of specialty.

The Center for Health Policy Analysis and Research at the Heller School provides a unique academic resource for the health training program. Students are actively involved in the Center's varied analytical projects, and in seminars in health policy research and planning led by Professor Stanley Wallack, director of the Center, and Ralph Berry, director of the Health Training Program. In addition, Stuart Altman, dean of the Heller School and health economist, and Professor Irving Zola, a renowned medical sociologist, actively participate in the training program.

Policy Analysis in Income Maintenance and Employment Training

This program is designed to develop policy analysts, researchers and managers in the fields of income maintenance and manpower planning. Students specializing in these areas will pursue a progressively specialized course of study including: Microeconomics, Labor Economics, Economics of the Public Sector, Design of Income Maintenance Programs, Evaluation of Employment and Training Programs, Labor Development and Utilization, and an Income Maintenance Seminar.

Faculty members and research staff in the program bring a variety of backgrounds and interests. Professor Leonard Hausman is a labor economist primarily concerned with problems of work and welfare; Andrew Hahn is a labor market policy analyst specializing in research management and youth employment. Professor Barry Friedman's principal areas are income maintenance and developing management systems for employment service programs. Robert Lerman is chiefly interested in welfare reform and youth employment programs in the private sector.

Recent graduates of this program occupy key administrative positions in state and federal agencies responsible for income transfer programs or are involved in teaching and research in the areas of income maintenance and employment training. A number of research assistantships are available for Heller School students.

Long-Term Care

At the intersection of the health care and social service fields is long-term care for the elderly and disabled, a major activity of Heller faculty members, researchers, and students for over a decade. Federal and state policy, issues in program designs and implementation, and significant research issues constitute the subjects of formal course offerings, ongoing research projects,

planning studies, and demonstrations.

The emphasis of the Heller School's Long-Term Care Program is on problems concerning the frail elderly and working-aged disabled. Related research involves people suffering chronic disabilities such as children disabled at birth, the mentally retarded, the chronically mentally ill, alcoholics, and drug abusers. Problems and solutions are considered both for particular kinds of disabilities and for generic issues such as reimbursement strategies, coordination of services, aging policy, legal concerns, housing, transportation, income maintenance, planning and needs assessment. Associations have been developed between long-term care and other chronic problems and generic issues which constitute major areas of research at Heller.

Current research projects include developing an integrated Social/Health Maintenance Organization for acute and long-term care; identifying the home-care service needs of the elderly; studying why certain urban hospitals close or relocate, while others remain in the central cities; evaluating the family care of the disabled; and analyzing the state's role in channeling.

Faculty members and senior research associates engaged in long-term care research, planning and teaching include Christine Bishop, James J. Callahan, Jr., Leonard Gruenberg, Alan Rosenfeld, and Alan Sager.

Mental Health Policy and Management

Training in the mental health policy and management sequence prepares students for careers in planning, research and administration in programs for the mentally ill. Basic issues salient among mental health professionals are addressed in "The Social Aspects of Mental Health." "Community Mental Health" develops a framework for community programs for the mentally ill, and another course focuses on the management of mental health systems.

Faculty members involved with the mental health program are Professor Arnold Gurin, an expert in the management of human services, who is currently studying contracting out for mental health services; Professor Wyatt Jones, who is interested in the impact of interventions in the area of mental illness; and Professor Emeritus John Spiegel, M.D., whose research emphasizes policies relating to mental health training and service delivery.

Students in the mental health program benefit from current and forthcoming research at the School including a study of comprehensive mental health centers, an examination of the cost effectiveness of ambulatory mental health care, and a major study to be undertaken by the University Health Policy Consortium of developing alternative ways of financing services to the chronically mentally ill.

Mental Retardation and Developmental Disabilities


This program trains individuals as researchers, planners and administrators in the fields of mental retardation and other developmental disabilities.

The program offers a number of advanced courses in mental retardation and other developmental disabilities; specialized research training through participation in current research projects; faculty tutorials on particular individual interests; independent study using the program's unusually thorough and extensive resource files; and many other community, state, interuniversity and international resources with which the program and the Heller School have collaborative arrangements. Professor Ann MacEachron, director of the training program, is affiliated with the Eunice Kennedy Shriver Institute for Research on Mental Retardation.


Areas of current research include evaluation studies of long-term residential care and community service delivery systems for mentally disabled persons, prison and community programs for mentally disabled offenders, vocational and job training programs for mentally retarded adults, and medical service needs and utilization by mentally disabled persons.

Under a grant from the National Institute of Child Health and Human Development, student stipends and tuition scholarships are available for a limited number of qualified individuals through the Heller School.





THE FLORENCE NELLER GRADUATE SCHOOL
FOR ADVANCED STUDIES IN SOCIAL WELFARE



Admission
Procedure
Financial Information
& University Regulations

Admission Procedure and Financial Information

Applicants to both the doctoral and master's programs are responsible for furnishing official transcripts of all previous academic work, undergraduate and graduate, and for submitting scores of either the Graduate Record Examination (G.R.E.) or the Miller Analogies Test (M.A.T.). All applicants receive equal and thorough consideration without regard to sex, race, creed, physical handicap or national origin.

Candidates for each program are selected on the basis of their demonstrated scholastic aptitude, the nature and extent of their professional experience, and the compatibility between their career goals and the School's educational programs. A successful candidate is one who best combines intellectual strengths, administrative and research potential and a demonstrated commitment to a career in the human services.

Candidates for admission to either the master's or doctoral program should obtain application materials from:

The Florence Heller Graduate School
Brandeis University
Waltham, Massachusetts 02254
(617) 647-2944

Completed applications for the master's program should be submitted as early as possible, but no later than February 1.

Admissions decisions will be made no later than March 15. For the doctoral program, applications are due February 15. Admissions decisions will be made by April 1.

Financial Information and University Regulations

Tuition and Fees

Applications Fee - \$25.00

Payable by applicants for admission to both the doctoral and master's program, at the time the application is submitted. Checks and money orders should be made payable to Brandeis University. No application for admission will be processed until this fee is paid. This fee is not required for Brandeis graduates.

Master's Program

All full-time students will pay in 1980-81 a tuition fee of \$6,800 for 12 months; \$7,800 for 15 months. Part-time students pay at the rate of \$570.00 per course.*

Deposit fee - \$175.00

All students admitted to the master's program will be expected to pay a deposit fee to reserve a place in the entering class. This is a non-refundable fee which will be applied toward tuition for matriculating students.

Diploma fee - \$10.00

Payable by all students who are candidates for the Master's Degree in Human Services Management.

Ph.D. Program

Full-time students pay a tuition fee of \$5,835 per year. Part-time students pay at the rate of \$730.00 per course.*

Post Residence fee \$720.00

Students who have completed their residence requirements but who wish to continue in residence to use any academic service or University facility may petition the dean of the Heller School for post-resident status and pay an annual fee of \$720.00. A student eligible for registration on a post-residence basis may file a program card for full-time study with the approval of an advisor. Students in this category must be covered by health insurance.

Continuation fee - \$20.00

Payable annually by graduate students who have completed residence requirements and who are not registered during the period in which they are preparing for the completion of degree requirements.

Final doctoral fee - \$250.00

This fee covers all costs for the year in which the Ph.D. degree will be conferred including the costs for the microfilm publication of the doctoral dissertation; the publication of the abstract of the dissertation in "Dissertation Abstracts;" copyright protection; issuance of a Library of Congress number and appropriate library cards; and binding of two copies of the dissertation, one for use

**These figures represent tuition for 1980-81 and are subject to revision by the Brandeis Board of Trustees.*

in the University library, and one Xerox-printed copy in book form for the author. The final doctoral fee also covers the rental expenses for academic robes for graduation and cost of the diploma. Students who have been in residence in their final year may deduct any tuition charges paid to the University. Note: All candidates for the Ph.D. degree must pay the \$250.00 final doctoral fee prior to the receipt of their degree.

Financial Aid

The School attempts to assist financially as many students as possible, although it expects that candidates for admission will explore a variety of outside funding sources such as private scholarships, foundation grants to individuals, state scholarships, G.I. Bill benefits and governmental loan programs.

The Heller School receives a number of federally sponsored training grants which provide tuition fellowships and monthly stipends for eligible students. In addition, the Heller School has a limited number of fellowships which are awarded on the combined basis of need and merit. A number of research positions and teaching assistantships are available for qualified students.

The School will provide assistance to students wishing to apply for federally insured student loans (FISL), or for the Higher Educational Loan Program (HELP). These programs provide low-cost

long-term, deferred loans available up to \$5,000 a year for full-time graduate students.

Candidates seeking financial assistance must submit the Graduate and Professional School Financial Aid Service (GAPSFAS) form, obtainable from GAPSFAS, Box 2614, Princeton, New Jersey 08541, at the time of application. Financial aid decisions are made on the combined basis of academic merit and financial need.

Refunds

The only fee which may be refundable, in part, is the tuition fee. No refund of the tuition fee will be made because of illness, absence or dismissal during the academic year. If a student withdraws, he or she may petition the dean of the Heller School for a partial refund of tuition in accordance with the following:

Before the opening day of instruction: 100% of semester tuition.

On or before the second Friday following the opening day of instruction: 75% of semester tuition.

On or before the fifth Friday following the opening day of instruction: 50% of tuition.

After the fifth Friday following the opening day of instruction: no refund.

All refunds are subject to review and final approval of the University controller, and will be disbursed only upon written request.

Financial Policy

Tuition and fees are due when billed. A student who defaults in the payment of indebtedness to the University shall be subject to suspension, dismissal, and refusal of a transfer of credits or issuance of a transcript.

Such indebtedness includes, but is not limited to, delinquency of a borrower in repaying a loan administered by the Student Loan Office, and the inability of that office to collect such a loan because the borrower has discharged the indebtedness through bankruptcy proceedings.

A student who has been suspended or dismissed for nonpayment of indebtedness to the University may not be reinstated until such indebtedness is paid in full.

University Records Policy

The Brandeis University records policy contains procedures and constraints governing the disclosure to third parties of personally identifying information gained from official records; procedures and rights governing student access to his/her educational records; the nature and location of various records maintained by the University and the title of the University official responsible for their maintenance, supervision, and interpretation; and procedures by which students may seek to remedy alleged inaccuracies in University records.

In addition, students are invited annually to decide whether they wish the Heller School or the University to disclose "directory information" to inquirers. Directory information consists of name, address and telephone number. If the University is instructed to withhold directory information, only the student's name will be disclosed to inquiring parties (except in emergencies or as otherwise allowed by law); otherwise all items of directory information will be disclosed. Consult the assistant dean of the Heller School for additional information on the University records policy.

Dismissal from the University

The University reserves the right to dismiss or exclude at any time any student whose character, conduct, academic standing or financial indebtedness it regards as undesirable through disciplinary procedures established in the Graduate School. Neither the University nor any of its trustees or officers shall be under any liability whatsoever for its disciplinary action, exclusion or dismissal.

Health Services

Prospective students are required to have personal health insurance. Students may elect to participate in the University's health insurance plan or may substitute membership in another plan. Coverage also is available for

dependents of students. On campus, medical services and psychological counseling are available through Stoneman Infirmary and the Psychological Counseling Center upon payment of a \$90.00 fee. This fee does not cover services to students' dependents.





Research Activities

The Heller School has become a national center for the research and design of social policies. Since most contemporary policy issues are highly complex and demand a broad and flexible response, a major goal of the Heller School's research programs is to promote multidisciplinary approaches to social policy problems. Research at Heller deals not only with specific policy problems and management techniques, but also with fundamental issues of the planning, implementation, and evaluation of public policies in the health and welfare areas.

In keeping with the School's integrative approach to public policy studies, much of the research at Heller is organized in a way that effectively fosters cooperation between experts trained in different academic disciplines. In four areas — aging, long-term care, health, and employment and income transfers — national research centers have been established. These centers organize faculty and research staff members and integrate the School's teaching and research activities. While each center mounts its own research projects and serves as a focal point for faculty members and students interested in that particular area, the centers encourage joint research efforts in areas of mutual interest. In addition to the national research centers, the School supports active research clusters in areas such as alcoholism, mental health and mental retardation.

Center for Health Policy Analysis and Research

In 1977, in conjunction with Boston University and M.I.T., the Heller School established the University Health Policy Consortium to conduct health policy analyses and research projects and to provide an educational laboratory for those students interested in health policy. A year later, the Health Care Financing Administration designated the Consortium as its first Center for Health Policy Analysis and Research. The Heller Policy Center concentrates its research in three major health care areas - long-term care, health care quality and effectiveness, and regulation and reimbursement.

The major research studies the Consortium undertakes span a broad area including: a study of rural health care evaluating the financial obstacles to self-sufficiency and components necessary to assure an economically viable rural health practice; an ambulatory care study analyzing the cost of delivering medical care in hospital outpatient departments compared with the cost of similar care delivered in other settings; and the development of a unique health and long-term care delivery and financing system. This organizational structure, called a Social/Health Maintenance Organization (S/HMO), will provide a wide array of social and health care services to a predetermined elderly population. At least three sites are to be

developed to provide these services over a three-year period.

The analytical projects the Center undertakes for HCFA include: the role of the family in long-term care; home health and quality issues; the levels of care "problems" in nursing homes; how to change the reimbursement procedures for physicians and institutions; evaluating the diffusion and efficacy of new medical technology; and developing appropriate utilization patterns. Recently the Center has been invited to participate in two national studies. One is to evaluate the federally supported "channeling" program, designed to ensure elderly individuals access to needed services. The other is to assess the feasibility of reimbursement for hospice care under Titles XVIII and XIX. The Consortium and the Center represent a unique academic resource for the Heller School's graduate health training and management program. Students have the opportunity to participate actively in the diverse analytical projects and in the health policy research seminars. The core of the Consortium, the Health Policy Center, and the long-term care activities is housed at the Heller School. Stanley S. Wallack is the director of the Consortium and the Center, James Callahan, Jr., the director of the research efforts in long-term care and the Levinson Policy Institute. Dean Stuart Altman is the chairperson of the Board.

The Levinson Policy Institute

Since the Levinson Policy Institute was established in 1971, it has focused on long-term care needs for the elderly and disabled individuals and their families. The Institute's goals are to stimulate policy development which will serve the immediate and emerging problems of elderly and disabled individuals needing long-term care; to test research findings that may directly benefit aging and disabled persons; and to modify the effects of social and institutional changes upon individuals with long-term care problems. At present the Institute is engaged in a number of activities for the Health Care Finance Administration and the Administration on Aging. Among these are:

1. A study of factors influencing use of home health agencies;
2. A study and review of the issue of family responsibility for care of the elderly and disabled;
3. A study of how families and professional personnel make decisions to provide home care services;
4. A study of how nursing home reimbursement affects the behavior of nursing home providers;
5. A study of nursing home levels of care in the State of Connecticut.

The Institute is directed by James J. Callahan, Jr., who, together with his staff, conducts the research and analysis

and attempts to move the research findings into existing delivery systems. Students are involved in some of the Institute's projects analyzing policy alternatives, disseminating information about promising alternatives, and evaluating these alternative systems.

The Center for Employment and Income Studies (CEIS)

The Center for Employment and Income Studies (CEIS) consolidates the research and training activities within the Heller School in the areas of employment, training, and income maintenance. CEIS focuses its research and teaching on four areas: work and welfare problems of low income families; implementation studies and impact valuations of employment training, and income maintenance programs; management of income maintenance programs and employment programs; and retrieval, integration and dissemination of research findings. Professor Leonard Hausman is director of CEIS and Andrew Hahn is associate director.

The Center is currently involved in four projects — three involving youth employment and one on the Work Experience Program (WEP) recently concluded in Massachusetts. MASSWEP is a program in which long-term, unemployed fathers are required to work in order to maintain their eligibility for welfare payments under Aid to Families with Dependent Children—Unemployed Fathers. The evaluation focused

considerable attention on issues in the management of work requirements in income transfer programs.

In the youth employment field, CEIS monitors the progress of the Department of Labor's Office of Youth Programs and provides technical assistance to research project officers. Through a series of overview papers, a national newsletter, *Youth Programs*, and conferences, the Center synthesizes and disseminates findings from the numerous projects. In addition, Center researchers have assisted the Vice President's Task Force on Youth Employment to mount a comprehensive review of youth programs.

The Center is also evaluating two job search assistance programs to determine if teaching youth how to look for jobs affects their subsequent labor market activity. Another CEIS project in the youth employment field involves designing, implementing and evaluating a "social bonus demonstration" testing whether direct incentive payments to youths and employers shorten the length and change the nature of job search among youths, and whether they result in placing youths in unsubsidized private sector jobs.

CEIS serves as a laboratory for students and, with its integrated research and teaching focus, attracts distinguished visiting scholars, researchers and faculty members.

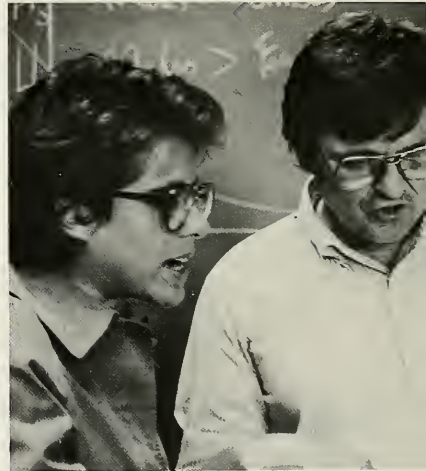
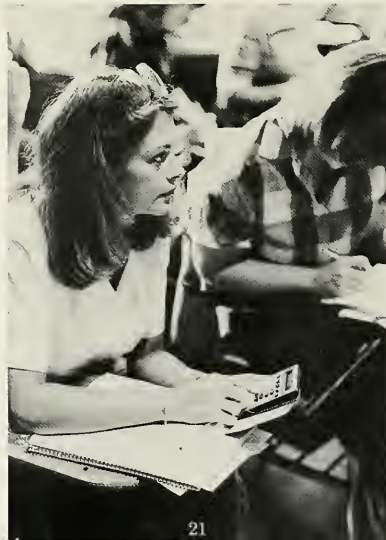
National Aging Policy Center on Income Maintenance

This multidisciplinary Heller School Center was established in 1980 through a process of nationwide competition and a grant award from the Administration on Aging, U.S. Department of Health and Human Services. It serves as a national focal point for scholars, policy-makers, and citizens concerned with policies on income maintenance and aging.

The Center generates, synthesizes, and disseminates knowledge on policy alternatives affecting the economic security of the aging; analyzes the economic, legal, administrative and political consequences and feasibility of alternative policies; actively participates in the formulation and implementation of policy; and trains professionals for careers focused in this area of policy analysis.

The range of policies within the Center's focus includes: private pensions and public pensions at all levels of government; the Supplementary Security Income and Food Stamp programs; costs and financing mechanisms for health care of the elderly; subsidy and emergency assistance programs; and access to services and facilities available through both the market and government programs.

The National Aging Policy Center draws upon a variety of Heller School resources such as the Program in the Economics and Politics of Aging, the Levinson Policy Institute, and the Center for Health Policy Analysis and Research. The director of policy studies for the Center is Professor James Schulz. The director of implementation analysis is Professor Robert Hudson. The executive director is Professor Robert Binstock. The chairman of the Center's governing board is the Heller School dean, Stuart Altman.



In addition to the activities of the four centers, the Heller School has major research clusters in alcoholism, mental retardation and mental health.

Alcoholism

The National Institute on Alcohol Abuse and Alcoholism supports several research projects involving special populations. Professor Norman Kurtz and Bradley Googins conduct research in occupational alcoholism involving supervisors' and clients' perceptions of occupational alcoholism programs and their effectiveness in job retention and job performance; barriers to supervisory referrals to alcoholism counseling programs; the efficacy of job performance training models in aiding supervisors to identify and refer troubled employees for counseling; and studies evaluating the long-term impact of OAP interventions. Rebecca Black's research investigates the relationship between substance abuse and child abuse and neglect. She is conducting surveys of drinking by the elderly, and designing programs to reduce problem drinking among the institutionalized elderly.

Mental Retardation

The mental retardation research cluster, composed of Professors MacEachron, Dybwad, K. Jones, and Zola, is currently engaged in five projects involving the impact of changes in physical environment and administrative practices on client behavior in institutions for the retarded; the process of deinstitutionalization and communitization for retarded clients and the ability of community service systems to plan and coordinate adequately for the total needs of the client; a survey of mentally retarded offenders in four northwestern states. Results show that there is no link between crime and mental retardation and that social and legal factors play an equal role in predicting such outcomes as severity of offense, length of sentence, and recidivism; the role of supported on-site work programs in training retarded adults for placement in competitive employment; and a survey of medical needs and health care utilization of retarded children and adults living in the community.

Mental Health

Mental health research is being carried on by Professors Spiegel and Papajohn to study cultural value orientation and attitudes toward health and mental health among two selected populations. The first consists of a sample of Portuguese from the Azores who have migrated to the Cambridge/Somerville (Massachusetts) area over the last decade. This population is being compared with a matched sample chosen in two villages in Sao Miguel, Azores. The second sample consists of recently arrived Hispanics, mainly Puerto Ricans, living in Chelsea, Massachusetts, who will be compared with a matched sample of Chicanos living in the Southwest.

In conjunction with the research, mental health personnel from a variety of disciplines will be trained in this new subarea, ethnicity and mental health. The training focuses on subcultural factors in the provision of mental health services - in diagnosis, in individual and family therapy, in long-term care, and in crisis intervention.

The Graduate Student at Heller



The University

The Brandeis campus consists of 250 acres with 70 buildings, located minutes from downtown Boston and Cambridge. The rich cultural heritage and the more than 200,000 college students make this one of the country's most attractive cultural and social areas. The Brandeis community itself affords the student a broad diversity of cultural and professional events: the University attracts noted speakers and artists; there are weekly classical music concerts, and the Spingold Theater Arts Center stages a varied program of dramatic entertainment. The Rose Art Museum offers a full range of paintings and sculpture by prominent foreign and American artists, and facilities are available for student artists.

Two modern buildings comprise the School's educational and research facilities. The Benjamin Brown Research Building and The Florence Heller Building contain classrooms, faculty offices, student offices and research facilities. The buildings are devoted entirely to the School's activities and its research centers and are ideally located in relation to other resources of the University.

Student Involvement

Students play a significant role at the Heller School and are involved in a variety of the School's activities. The student government organization convenes regularly to discuss issues

related to academic life. Besides electing a chairperson to represent the student body to the dean and faculty, students are elected as representatives to the Dean's Advisory Committee, Curriculum Committee, Grievance Committee, and the School's Admissions committees. Faculty meetings are open to students

The atmosphere at the school is informal and collegial, with students and faculty members gathering frequently to discuss research interests, professional experiences, and current policy issues. The time spent at the Heller School is made valuable by the sharing of ideas with other students from diverse backgrounds and geographical areas. The school provides an open forum for students to discuss social policy and administration with others who share similar interests.

Throughout the academic year numerous guest speakers visit the Heller School, providing a range of perspectives on issues of interest to the Heller community. Weekly colloquia, presented in the Heller lounge, are informal talks, panel discussions and symposia at which students are able to question the research findings or policy approaches of the speaker. Among the topics presented at colloquia have been:

- Future Directions in the Mental Health Field
- Minorities and the Law
- Employment Practices as Social Policy
- The Use of Census Data for Social Science Research

- Social Welfare Support in Times of Increasingly Scarce Resources
- Women in Management Careers

The School offers also a full schedule of research presentations at which faculty members and senior research associates keep the Heller community current on their work.

The Ford Foundation supports a Distinguished Lecture Series which has attracted a number of prominent policy analysts to the Heller School. Nationally known scholars such as Aaron Wildavsky of the University of California at Berkeley; Eli Ginzberg of the Columbia University Graduate School of Business and director of the Conservation of Human Resources Center; and John Kenneth Galbraith, Paul M. Warburg Professor of Economics at Harvard University, have appeared at the School.

The Albert Deutsch Lecture Series and The Gordon Chase Memorial Lecture in Public Management round out a varied schedule of outside speakers.

Job Placement

Placements of students from both the doctoral and master's programs are marked by their diversity of settings and their opportunity for actively contributing to developing health and welfare policies.

The Heller School receives announcements from all over the country with openings for faculty,

research personnel, administrators and policy analysts. These announcements are printed in the School's weekly bulletin. A career resource consultant coordinates all the available positions as well and gathers pertinent material to help students determine an appropriate career path. An active correspondence is maintained with state agencies, universities and governmental departments informing them of the background and achievements of Heller School graduates. In addition, the School hosts a job conference inviting representatives of public and private organizations to the campus to meet prospective applicants. The School's faculty and alumni, many of whom have excellent professional contacts, often serve as sources of job referrals.

Housing

Most Heller School students live in apartments in Waltham, Cambridge, and the Greater Boston area. Graduate housing is available through the Brandeis Graduate Housing Office. The University also maintains up-to-date listings for persons interested in renting apartments, subletting houses, and sharing their apartments with roommates.

Athletic Facilities

Tennis courts, squash courts, sauna, pool, and a gymnasium are available for use by Heller School students at the Shapiro Athletic Center on campus.

Feldberg Computer Center

The Feldberg Computer Center, located on campus, is available to students on a daily basis and at other times through special arrangements. Mini-courses are held at the Center on the use of the terminals with more detailed instruction given through the Heller School and the computer science program. Staff systems analysts are available for assistance during the day and student assistants during the night. Two terminals located at the Heller School now allow Heller students direct access to the campus computer center.

Libraries

The Brandeis Goldfarb Library and the Gerstengang Science Library, situated within easy walking distance of the Heller School, house approximately 775,000 volumes, microfilm holdings, periodical titles, and newspapers.

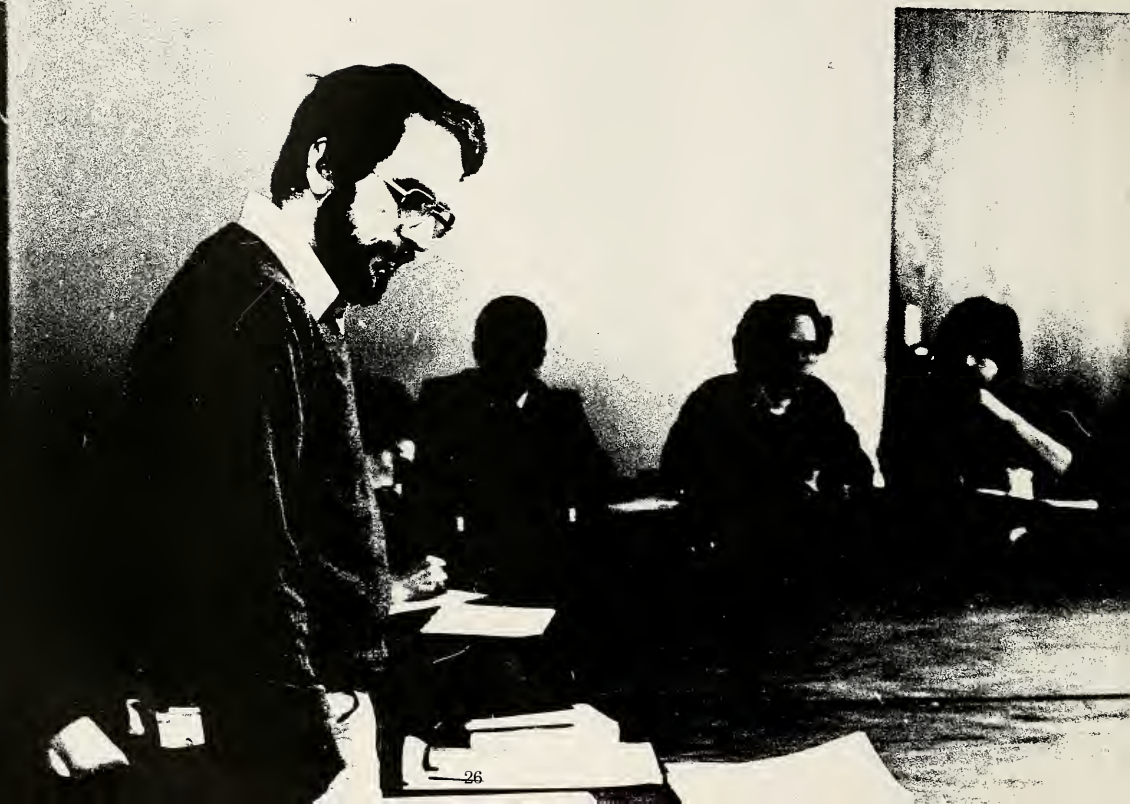
In addition, Heller faculty and staff members have compiled extensive collections in several substantive areas. Specialized collections in gerontology, long-term care, and health policy are housed at the School. The library collection in mental health and retardation is among the largest in the country. The Heller School reading room contains nearly 300 doctoral dissertations, numerous scholarly journals, and a collection of selected United States and Massachusetts state documents.

Alumni

More than three hundred graduates of the School have been successful in securing employment both at universities and in the public sector. They have held such positions as director of the Department of Mental Health, Mental Retardation and Hospitals, State of Rhode Island; director of the Office of Policy and Planning, ACTION, Washington, D.C.; dean, School of Social Welfare, State University of New York (Stony Brook); Philadelphia Management Intern, 1978-80; senior assistant state attorney, Ministry of Justice, Israel; assistant professor of medicine, Boston University School of Medicine; professor, Department of Urban Studies and Planning, Massachusetts Institute of Technology; executive director, The Medical Foundation, Inc., Boston; Secretary of the Massachusetts Department of Elder Affairs; and White House Fellow, 1978-79.

The alumni organization sponsors a continuing education forum. Alumni have been recruiters for applicants to the School's two educational programs as well as serving as contacts for job opportunities for graduates. They also have been active financial supporters of special programs set up to aid graduate students in need while they attend the Heller School and to assist younger faculty members in their search for research support.

Courses of Instruction



Social Welfare

1.00 The Social Context of Policy Issues

Explores those aspects of America's social and economic institutions, ideologies, and types of structures and processes which are most relevant to social policy development, implementation, and assessment; explores the relation of various modes of social policy analysis to the American social structure; introduces students to the major social welfare and social policy concerns of the Heller School.

Faculty

1.08 Social Welfare Policy and the Law

A review of the law and its impact on social welfare programs including: law as an expression of social policy; social policy as established by law through legislation, administrative regulations, and judicial decisions. Judicial decisions as the vehicles for social change; the law and social action — critical points of citizen intervention in the statutory, administrative, and judicial processes.

Faculty

1.17 Social Welfare Policies in America

This seminar will be concerned with the current apparent collapse of public and intellectual support for those principles which underlay the evolution of the American welfare state between 1930 and 1980. These principles will be re-examined in relation to a few watershed public programs; the arguments which have been launched against them in the past decade by radicals, liberals, and

conservatives; the consequences of this for the stability or future of major welfare programs.

The end object of the course is to seek a contemporary intellectual foundation for major welfare infrastructures and to consider possible developments in the 1980's.

Mr. Morris

Policy and Planning

2.01 Introduction to Social Planning

Basic issues in planning and implementation are reviewed with emphasis on rational decision-making, political processes, and organizational constraints. Different types and levels of planning are considered. Tasks and techniques are examined in terms of current planning practice in the human services, including needs assessment, program design and decision-making processes.

*Mr. Perlman
Mr. Callahan*

2.02 Social Planning and Policy Development

Seminar is aimed at giving the student an understanding of the various planning and policy issues affecting professional roles that he/she may fill. It is intended to help the student integrate, to the extent feasible, skills and knowledge learned in other courses which can be applied effectively in planning situations. In addition, the course will provide the student with specific knowledge about selected

planning tools. An attempt will be made to utilize knowledge of planning systems in other countries as a useful means of improving one's understanding of planning and policy development in the U.S.

*Mr. Perlman
Mr. Callahan*

2.05 Urban Planning and Social Policy (MIT 11.55)

A review of changes in urban policy and evaluation of planning efforts to improve social and environmental aspects of urban life. Past policies which have failed will be compared with proposed alternatives. Examples will include: (1) urban housing; (2) efforts to rebuild the inner city, including urban renewal programs; (3) health policies and programs; and (4) development of social services—organization and financing.

*With permission of instructor
Mr. Frieden (MIT)*

2.08 Social Theory and Social Policy

This seminar studies the evolution and dynamics of human societies from a dialectic perspective. It develops a theoretical base for radical analysis of social issues and for political practice aimed at social changes conducive to human survival, development, and liberation.

The seminar examines assumptions concerning human nature, human needs, and universal aspects of the human condition in diverse environments. It

identifies and examines key variables of social orders and social change, and interprets human societies and their evolution as results of efforts to satisfy biological, psychological and social needs and perceived interests through cooperation and/or conflict among individuals and groups.

These explorations yield a conceptual model and framework for the analysis of social policies and social orders and for the development of alternative policies and orders.

Mr. Gil

2.20 Social Policy and the Family

This course presents the family as a key element in social policy formulation and analysis. It reviews trends that have shaped modern family structure, examines the range of policy options available, and presents alternative methods for policy analysis by exploring one or two selected family welfare issues in depth. Examples include the family's role in long-term care of the disabled member and critical factors affecting adequate family income.

Ms. Giele

2.21 Family, Employment, and Sex Roles

Modern work and family life are increasingly intertwined. Resulting problems include role overload for women, unexpected family demands on men, and questions of greater flexibility (flexible hours, part-time, etc.) in the

workplace and more services (day care, respite care, etc.) for the home. This course examines the structural roots of these issues, including problems of sex discrimination, and proposed solutions such as affirmative action programs in employment and education, more generous provisions for child care, and reform of the Social Security and tax systems to achieve greater equity between different family types.

Ms. Giele

Management and Administration

2.50 Financial Management in Nonprofit Organizations

An examination of the basic issues involved in the management of funds in nonprofit organizations, both governmental and private. The course gives students a basic understanding of the purpose and function of various forms of financial record-keeping.

Required of all master's students.

2.51 Management Control in Nonprofit Organizations

Prepares students to exercise internal management control over an organization. It examines financial and programmatic types of controls; the unique problems that face managers of nonprofit organizations; the use of accounting systems to establish control over an organization.

Required of all master's students.

2.52 Problems in Public Management

Examines a variety of problems involved in the management of public agencies; various organizational and environmental factors that affect management; management techniques and administrative devices to assist in managing large organizations; and the role of community groups. Much of the course is devoted to a study of actual cases.

Required of all master's students.

2.53 Organization and Administration

A survey of organizational theory and research as applied to administration of human services organizations. Topics include: the organization and its environment; organizational design and planning; and decision-making, implementation, and program evaluation. Case illustrations will be drawn from human services.

Ms. MacEachron

2.54 Personnel Management and Labor Relations

A review of the issues, problems, theories, and functions involved in the personnel management of public agencies; the characteristics of collective bargaining and labor relations in the public sector.

Mr. Lipsky

2.55 Introduction to Information Systems

The objective of the course is to develop an understanding of the impact,

technology, management, and potential uses of computer resources within an organization; the importance of management involvement; management control techniques; planning the use of computer resources; and the development of an informed general management perspective toward computer-based systems.

*Required of all master's students.
Mr. Gilbertson*

2.56 Analysis of Trends in Human Service Delivery Systems

A systematic examination of service delivery systems in the human services; changing patterns in service delivery; obstacles and roadblocks to improved service delivery; integration of service systems; examination of specific programs, services, and issues in the field.

Mr. Gurin

2.60 Techniques of Administrative Reform

A review of practices in bringing out administrative reform in governmental organizations; an analysis of factors hindering effective administration reform and methods of effectuating organizational change.

Mr. Kramer

2.61 Legal Aspects of Human Services Administration

Gives students some understanding of the role of law in our society as the fundamental expression of social policy and acquaints them with the growing

trend of court decisions that impinge on day-to-day administration of public welfare services. The course examines the legislative, administrative, and judicial processes; illustrative judicial decisions affecting administrators in the field of public human services will be discussed.

Mr. Liebman

2.70 Economics of the Public Sector

Initially, consideration is given to the role of government in a market-oriented, private enterprise economy. A related discussion covers the economic role of voluntary, nonprofit organizations. Whether Federal, state, or local government should be handling a particular function is a second concern. Third, the criteria by which the mix of government, private nonprofit, and private profit-making organizations are determined in delivering particular human services is a major focus of the course.

Required of all master's students.

Mr. Hausman

2.80 Social Program Evaluation

An examination of social interventions, the role and function of evaluation studies, evaluation design, special problems in assessing programs, and the potentialities and limits of evaluation studies.

Required of all master's students.

Mr. Kurtz

Social Science

3.12 Sociology and Social Welfare

This course addresses the historic split between sociology and social welfare that resulted in the social scientists' claim to be value-free and the social workers' claim to be doing good. Interest in social policy now brings these two fields together again. The principal focus is on using sociological theories to construct alternative images of society, bureaucracy, and informal communities in the future. Two central questions are how selection occurs among these images and how they are realized at a practical level. Through examination of the classic works of Marx, Weber, Durkheim, and others, students will have the opportunity to examine critically a number of basic sociological concepts and their usefulness to policy analysis and policy construction.

Ms. Giele

3.13 Problems of Deviance

The history, epidemiology, etiology, intervention strategies, and problems of deviant behavior. Explores in depth a selected number of problems such as mental health, drug addiction, and crime

Mr. Scott

3.14 Studies in Theory of Political Action

This seminar explores political practice aimed at transforming the existing human context of local, trans-local, and worldwide levels into social orders conducive to the survival of the human

species and to the actualization of the intrinsic potential of all humans. The overall conception of social life and of political action underlying the seminar is dialectic. The general working hypothesis is that the fundamental organizing principles and value premises, as well as the basic institutional structures and dynamics of social systems are largely shaped by human choices, and need therefore to be considered as *variables* adjustable to newly selected goals by any generation of humans, rather than as *constants* beyond the research of human reason and action.

Studies in the seminar will be organized around the following foci:

- (a) Basic human needs underlying social evolution;
- (b) Alternative social systems compatible with human needs;
- (c) Political strategy;
- (d) Political action possibilities in occupational, professional and social roles and situations.

This seminar will build on theoretical concepts developed in the seminar *Social Theory and Social Policy* (2.08).

Mr. Gil

3.16 Policy Analysis Seminar

This course, which will normally be taken in the doctoral student's second year, is designed to integrate and apply perspectives and analytic techniques from economics, sociology, political

science, and other disciplines. The emphasis will be on policy analysis in specific substantive areas and working groups will be formed around such common interests as health policy, income maintenance, the elderly, etc. Each student will write a policy-oriented paper in his/her particular area of interest.

Mr. Binstock
Mr. Altman

3.20 Alternative Economies

Analysis of the interrelationships between a nation's economic development, the structure of the political economy, and the social welfare of its people: a) contrasts between market and communist systems in the use of politico-economics mechanisms, b) potentials for new combinations of "planning" techniques and institutional arrangements, c) the extent of, inevitability, and welfare implications of income and wealth inequality in various countries, including developing nations. *Prerequisite: 3.21A or permission of the instructor.*

Mr. Schulz

3.21A Microeconomics

An introduction to the uses of economics in analyzing social welfare problems. The course begins with an overview of how the economy fits into the broader social context. It then focuses on ways economists have developed to think about resource allocation problems and attempts to show that these concepts

provide useful tools for analyzing social welfare problems. While the tools come primarily from microeconomics, the emphasis of the course will be on the analysis of social welfare policy.

Mr. Friedman
Mr. Berry

3.21B Macroeconomics

This course examines economic behavior on an aggregate basis, looking at consumer, business, and government spending as well as financial and labor markets to see how they interact. A major focus of the course is the joint problem of unemployment and inflation. The course will look at alternative theories about causes and remedies for these problems as well as their implications for the social welfare field.

Mr. Friedman

3.23 Health Economics

Provides an examination of the economic aspects of the production, distribution, and organization of health services. The course is devoted to applying the framework of economic analysis to the health service sector. Special attention is given to supply and demand of medical care facilities and markets for manpower.

Prerequisite: 3.21A or permission of the instructor.

Mr. Berry

3.25 Labor Economics

The course focuses initially on how labor markets work by considering the supply and demand for labor, human

capital theory, explanations of unemployment, and dual and radical insights. It then looks at the labor market problems of disadvantaged groups and the economics of discrimination. Manpower policies and their effectiveness are discussed.

Mr. Friedman

3.28 Political Perspectives on Social Policy

The course is designed to provide perspectives on institutional and other political factors which condition and shape public social policies in the U.S. Main topics are: the development and structure of American political institutions; the distribution and uses of power in a political context; the contemporary workings of governmental structures; and theoretical perspectives on social policy. All of these are related directly to American social policy information, particularly toward the end of the course where a series of cases in social policy formation are examined.

Mr. Hudson

3.29 Bureaucratic Politics and Policy Implementation

Familiarizes students with theoretical and empirical material addressed to (a) the role of bureaucracies in the design and implementation of social policy, and (b) organizational and structural factors bearing on social policy implementation. A significant number of implementation cases are examined toward discerning patterns associated with implementation success and failure.

Mr. Hudson

3.32 Urban Politics

An examination and analysis of government and politics in urban America: legal forms and political functions; machines and bosses; "good government" and civic virtue; changing forms and styles of local politics; the distribution and exercise of community power; urban problems and intervention strategies; issues and outlooks for the future of American cities.

Mr. Binstock

3.44 Design of Income Maintenance Programs

The target population for redistributive programs is considered. The principal elements of programs in the family of income subsidies, which include negative income taxes, demogrants, and children's allowances, are described and analyzed. Similar consideration is given to commodity subsidy and social insurance programs. More detailed aspects of these programs, such as income accounting systems, are examined. How income transfers affect work behavior and family structure is a concluding section.

Mr. Hausman

Statistics and Research Methods

4.01 4.02 Research Methods and Statistics

Introduces students to basic concepts of research design and statistical

techniques. In addition, students will be instructed in the use of SPSS (Statistical Package for the Social Sciences). It will be expected that, upon completion of the two-semester course, students will be knowledgeable about research design and be able to apply statistical techniques (including simple correlation and analysis of variance), and they will be able to interact with the computer on-line using the terminals provided at the Heller School. Work on the computer will be integrated with classroom lectures. Each student will be provided with data, and staff members are available to provide necessary technical assistance.

Required of all Ph.D. students.

Mr. Kurtz

4.04 Regression and Analysis of Variance

This course deals with simple correlation, partial and multiple correlation, and analysis of variance, from theoretical and applied perspectives. Knowledge of elementary statistics and SPSS is required.

Prerequisite: 4.01 and 4.02 or equivalents

Mr. K. Jones

4.06 Factor Analysis and Multivariate Designs

Introduces the student to and provides experience with multivariate methods. Involves the completion and report of a multivariate analysis using computer techniques, which is worked out with the instructor and will normally be allied

with the student's dissertation topic or proposed topic.

Mr. K. Jones

4.08 Evaluation Research

The role of evaluative research in programs of directed social change will be considered from a number of viewpoints: the philosophical orientation of scientific investigations, the goals and models of social science research, the design of outcome studies, the appropriate methodological strategies, and the institutional contexts in which they are embedded.

Mr. Rosenfeld

4.41 Dissertation Seminar

An individual seminar on methodologies for dissertation research. Limited to advanced students who, with the approval of their advisors, have selected a dissertation topic. The selection of substantive areas for individual and group discussion will be guided by the needs and interests of seminar members. *Enrollment by permission of the instructor only. (Not for credit course)*

Mr. W. Jones

4.42 Methods of Survey Research

The theory and practice of survey research methodologies will be examined critically and their appropriateness for research in the health and welfare fields will be assessed. The course will consider both published studies and student projects in terms of the overall research design, the selection and creation of appropriate instruments, the collection

and reduction of data, and the reporting and utilization of the findings. Attention will be given to the use of secondary data, the reanalysis of primary data, and the replication and extension of previous findings to new and larger populations.

Prerequisite: 4:01 and 4:02 or permission of instructor

Mr. W. Jones

4.43 Social Forecasting Methodology

This course introduces the student to methods of analysis for time series data. Topics include logged regression, smoothing functions, ARIMA models, and spectral analysis. Course S.W. 4.04 and a knowledge of computer procedures are assumed.

Mr. K. Jones

4.60 Laboratory in Interactive Computer Analysis

This course introduces the student to advanced data processing techniques and computer programming. The student will learn to write his or her own programs in either FORTRAN or BASIC.

Mr. K. Jones

Substantive Courses

5.13 Issues in National Health Policy

An overview of the U.S. health delivery and financing system is followed by an analysis of the major issues and trends in the health field. The course examines the role of private and public financing programs with particular attention on developing a rationale for understanding

the relationship between the Federal government, state governments and private health-care providers; the reasons behind rising health care costs, efforts at cost containment with special emphasis on an analysis of the controls used in the Medicare and Medicaid programs; national health insurance; governmental efforts at planning and regulation with particular attention on an analysis of the National Health Planning and Resources Development Act.

Mr. Altman

5.14 Seminar in Health Planning and Regulation

This seminar investigates public and private decisions—legislative, regulatory, and medical—which influence both the type of health care delivered in this country, and who receives it. Specific decisions analyzed include Swine Flu inoculation, occupational health policy, distribution of physicians by location and speciality, and the costs and effects of several new medical techniques. The impacts of such regulatory methods as PSRO's, hospital rate setting, and certificate of need review are weighed. The successes and failures of national and regional health planning in this country and the United Kingdom are contrasted. Each year, the course considers several specific topics of current interest.

Prerequisite: S.W. 5.13, Issues in National Health Policy

*Mr. Sager
Mr. Weiner*

5.15 Long-Term Care Policies and Planning

Federal, state, and local efforts to improve the provision of long-term care in the United States seem in disarray. The course will aim first to understand the reasons for disarray, and then to explore means of improving programs for the disabled, particularly the elderly. Public programs and generic problems affecting other groups (the mentally retarded, chronically mentally ill, and children disabled at birth, the working aged disabled, alcoholics, and drug abusers) will also be considered. Long-term care policies, political and social foundations will be explored. Plans and programs, objective circumstances, and value bases will be examined. The interaction between policy and planning-program considerations will be discussed.

The course begins with a global examination of public policy; continues with a closer look at specific questions of knowledge, organization, power, and ethics; and then concludes by returning to policy and how to improve it.

Mr. Sager

5.22 The Politics and Policy Processes of Aging

Examines three major issues: the ways in which aging becomes manifest politically through older individuals and groups; the extent to which aging is expressed in distinctive political patterns and has unusual consequences for political systems; the political processes

through which selected public policies directed toward aging persons are evolved and implemented.

Mr. Binstock

5.23 Economics of Aging

Focuses on major decisions and constraints affecting economic welfare in later life. The economic status of the aged is examined in a general framework of income distribution concepts and policies. The interaction of demographic and economic variables and the interrelated settings of work and retirement are analyzed. Major attention is given to the role of pensions (including cross-national comparisons), measures of adequacy, and financing mechanisms.

Mr. Schulz

5.24 New Trends in Services to Children and Families

A basic course in child welfare examining the new trends in the child welfare field and policy issues administrators face in dealing with child welfare services. The course will look at current reorganization at the Federal level and its significance to services to children and families; the child welfare system in the United States; and the roles of a variety of health, welfare, education, and related agencies in servicing children.

Mr. Dybwad

5.25 Sex Roles and Social Policies

Through historical and contemporary materials, this course links the sex role revolution to changing economic and social institutions and social policies. It describes the changing life patterns of women and men, causes of change, and eventual effects on the structure and values of the larger society. It examines the high rate of depression in women, the nature of the father's role, and modes of integrating work and family life. Related policy questions include educational and employment opportunity, flexible working hours and parental leaves, displaced homemaker legislation, and equity in the social security system. These developments are explained through a conceptual framework that points to greater sex role crossover in the future.

Ms. Giele

5.26 Child Health Policy

Infants, children, and adolescents, as well as women with fertility-related needs, pose unique problems for the health care system. This course will examine this issue from an historical perspective and highlight unresolved problems. Major attention will be paid to current systems of provision and financing of health promotional activities, as well as primary, secondary, and tertiary care. Finally, the work of the Select Panel for the Promotion of Child Health will be studied both to illustrate how policy is

developed and to determine whether its recommendations have a potential for affecting maternal and child health.

Ms. Klerman

5.27 Child Welfare and the Law

A review of recent judicial decisions affecting children and their families. Abandonment, adoption, custody, and foster care, guardianship, child abuse and neglect, compulsory schooling, school discipline, the child's right to privacy are among the topics to be covered, along with the policy implications of the evolving recognition of the rights of children as they confront traditional parental rights.

Mr. Dybwad

Mr. Touster

5.30 Labor Development and Utilization

Analyzes historical, bureaucratic, economic and social issues of the labor market. Issues to be considered: historical reviews of employment and training programs; planning for employment and training programs with particular reference to The Manpower Development and Training Act; how the labor market is developed and operates; the disadvantaged worker in American society; women in the labor force; job satisfaction and work; and occupational projections. Managing a research and development program in a governmental setting forms a concluding section of this course.

Mr. Rosen

5.32 Evaluation of Employment Training and Income Maintenance Programs

Analyzes program evaluations in the employment training and income maintenance fields from the perspective of the professional evaluator. Using evaluation theory and tools, as well as substantive knowledge in the work and welfare area, the course reviews practical issues of managing evaluations, such as: identifying policy areas of research; securing funding; designing a study; overcoming disruptions to research design; dealing with requests for early disclosure of findings; and assuring that the study is fully and appropriately used. A case methods approach to evaluations will present lessons from large-scale social experiments, process evaluations, impact studies, research on the value of work produced by trainees, and evaluation of managerial processes. While the course will treat employment training and welfare programs, the emphasis will be on the everyday conduct of evaluation.

Mr. Hahn

5.42 Comprehensive State Planning for the Handicapped

An introduction to the evolving concept of a human services system in state government, with particular reference to new approaches aiming at comprehensive state-wide planning for services to handicapped citizens.

Mr. Dybwad

Ms. MacEachron

5.71 Social Aspects of Mental Health and Illness

Designed for students interested in a survey of basic issues currently salient among the mental health professions. The issues are examined from the viewpoint of psychiatry and other professions (clinical psychology, social welfare, nursing and paraprofessionals), and addressed with respect to their implications for social policy.

Dr. Spiegel

5.72 Community Mental Health

Identifies, describes and classifies concepts that collectively constitute a framework for community mental health programs. Concepts derived primarily from social science theory are utilized. Selected policy issues associated with current community mental health approaches are analyzed.

Mr. Scott

5.73 Introduction to Mental Retardation: Mental Retardation and Developmental Disabilities

As a result of new substantive knowledge, new training and rehabilitation techniques, intensive pressure from consumer groups, a greater public acceptance of handicapped persons and most recently judicial support for the rights of minority groups, including the mentally handicapped, the field of mental retardation is undergoing profound changes. This course traces the

interrelationship of these changes from social policy and research perspectives

Mr. Dybwad

Ms. MacEachron

5.74 Ethnicity and Mental Health

This course begins with a review of the background of collaboration between psychiatry and cultural anthropology in the period 1920 - 1940. Attention then centers on the more recent interests in the context of community mental health with the delivery of culturally appropriate services to ethnic and minority groups. Both the ethnographic and the mental health literature for a number of different ethnic groups is intensively reviewed with case illustrations from the Program in Ethnicity and Mental Health at the Cambridge and Lindemann Community Health Centers directed by the course instructors.

Dr. Spiegel

Mr. Papajohn

5.75 Application of Social Theory to Alcohol Use

The seminar is organized around a review of social science explanations of alcohol use and their relationships to existing social policies in alcohol. The seminar is tailored to meet the needs of participating students.

Mr. Kurtz

5.76 Seminar in Policy Analysis and Alcohol Use

The seminar provides students with an opportunity to examine a policy related to alcohol use. Participants are expected to

identify a current policy issue in alcoholism, review available materials on their own and develop a policy statement or alternative statements related to the issue. The policy statement must include a summary of information needed in order to proceed with the development of the policy.

Mr. Kurtz

5.77 Health Policy Research Seminar

The Health Policy Research Seminar is built upon discussions of the current research activities of students, Brandeis faculty and outside experts. The issues covered vary broadly, both in terms of issue content and academic discipline. Over the past year, presentations have been given by sociologists, political scientists and economists. The areas covered included the reimbursement and regulation of hospital and nursing homes, the trends in the organization of medicine, and the performance of health planning agencies.

Mr. Wallack

5.80 Problems and Issues in the Sociology of Health and Illness

The aim of this course is to offer a socio-cultural-historical-political perspective on the study of problems of health and illness. We will accomplish this by examining some of the basic assumptions underlying the way we conceive of and study issues in health care.

Mr. Zola



Faculty & Senior Research Staff



Faculty

Stuart H. Altman, the dean of the Heller School, is an economist whose research interests are primarily in the area of Federal health policy. Between 1971 and 1976, Dean Altman was the Deputy Assistant Secretary for Health Planning and Evaluation at HEW. From 1973 to 1974, he was also deputy administrator at the Cost of Living Council, where he was responsible for developing the Council's program on cost containment. He is currently an advisor to the Office of Technology Assessment, the Josiah Macy Foundation, the Health Care Financing Administration (HEW) and the Clinical Scholars Program of the Robert Wood Johnson Foundation. He also is a member of the Institute of Medicine of the National Academy of Sciences and serves on the editorial board of *The Journal of Human Resources and Policy Analysis*. Recent publications include "Technology on Trial — Is It the Culprit Behind Rising Health Costs? The Case For and Against," and "Constraining the Medical Care System: Regulation as a Second Best Strategy."

Ralph E. Berry, Jr., an economist, is an adjunct professor and a senior research associate in the Center for Health Policy Analysis and Research. He is director of the program in Health Policy, Planning, and Administration. His principal research interest is health economics. He has researched and published in the areas of health care regulation; the economic cost of disease, and public policy. Representative among his publications are: "Cost and Efficiency in the Production of Hospital Services," *The Economic Cost of Alcohol Abuse*, and "Research Needs for Future Policy" in *Hospital Cost Containment*. He is an associate editor of *The Review of Economics and Statistics* and a member of the editorial boards of *Inquiry* and *The Urban and Social Change Review*.

Robert H. Binstock, a political scientist, is director of the program in the Economics and Politics of Aging. A former president of the American Gerontological Society (1975-76), he served as director of the White House Task Force on Older Americans in 1967-68, and as chairman of the Adult Development and Aging Research and Training Committee, National Institute of Health, 1971-72. He has authored or co-authored *Feasible Planning for Social Change* (with Robert Morris); *The Politics of the Powerless*; *America's Political System*; and *Handbook of Aging and the Social Sciences* among

others. He has also written numerous articles and monographs on the politics and political processes of the aged and frequently testifies before congressional committees on issues relating to the elderly.

James J. Callahan, Jr., has an extensive background in public administration and management, including his service as Secretary of Elder Affairs for the Commonwealth of Massachusetts from 1976-1978. Earlier positions included assistant commissioner for Medical Assistance (Medicaid) and commissioner of the (health and welfare) Rate Setting Commission. He is currently director of the Heller School's Levinson Policy Institute which was founded in 1971 and has worked since then on long-term care needs of the elderly and disabled and their families.

June Jackson Christmas, M.D., is a leader in the area of health and mental health. She received her medical degree from Boston University and has served in the Department of Psychiatry at Harlem Hospital and as director of the Harlem Rehabilitation Center. Since 1974 she has been with the Department of Mental Health and Mental Retardation Services of the City of New York, first as its deputy commissioner and then as its commissioner. In 1979, she assumed the

Commissioner. In 1979, she assumed the presidency of the American Public Health Association, a federation of health professionals and groups interested in health policy with over 10,000 members.

In addition to her interest in mental health services, she has recently become more involved in general health policy including issues surrounding the coverage of mental health services in national health insurance. In 1976, she was asked to lead President Carter's Transition Task Force in the area of health.

Gunnar Dybwad specializes in the field of mental retardation and other developmental disabilities. He has previously served as executive director of the Child Study Association of America and of the National Association of Retarded Citizens and as consultant to President Kennedy's Special Assistant on Mental Retardation, the U.S. Public Health Service, the U.S. Office of Education, the President's Committee on Mental Retardation and numerous state agencies. He is currently president of the International League of Societies for the Mentally Handicapped, chairman of the board of the Epilepsy Society of Massachusetts, and a member of the American Bar Association's Commission on the Mentally Disabled. Recent publications include "Trends in the Protection of Children's Rights" and "The Judiciary's Protective Role and the Separation of Powers in the Light of Recent Consumer-Inspired Court Cases."

Barry L. Friedman's principal research interest is policy analysis in the area of income maintenance. Most recently, he was the principal investigator of a study financed by the U.S. Department of Labor on the Massachusetts, Workforce Program. He has studied issues related to labor supply, job creation, and program design and administration. A secondary interest is the development of managerial forms and examination of their role within the broader economy, focusing on the relationships between large public or private organizations and the market sector. Recent publications include (with Leonard J. Hausman) *Work, Welfare and the Program for Better Jobs and Income*, prepared for the Joint Economic Committee, and "Welfare in Retreat: A Dilemma for the Federal System."

Janet Zollinger Giele, a sociologist, is studying the changing roles of women, family policy, and the middle years of the life cycle. In the past, she taught at Wellesley College, was a fellow at the Radcliffe Institute, and served as principal consultant to the Ford Foundation Task Force on Women. During 1977-78 she chaired an interdisciplinary study group on "Women in the Middle Years," sponsored by The Social Science Research Council. She has been a consultant to a number of foundations and is a member of the editorial board of *Women's Studies*. Her works include *Women: Roles and Status in Eight Countries* and *Women and the*

Future: Changing Sex Roles in Modern America and a major review article on "Social Policy and the Family" for the *Annual Review of Sociology*. She is presently conducting a cohort analysis of the changing life patterns of 15,000 women college alumnae and doing research on the family's role in long-term care of the elderly through the Levinson Institute.

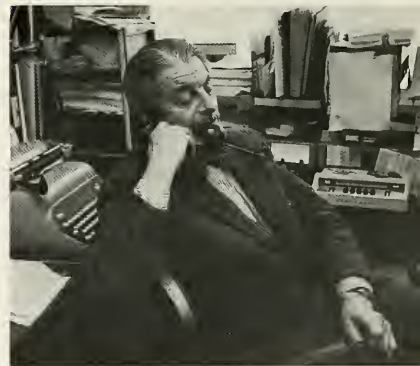
David G. Gil, a social worker and social scientist, teaches social theory, political philosophy, social policy, and political action. His research and practice focus on social and individual problems intrinsic to capitalism and on strategies to transform capitalist states into democratic-socialist commonwealths. Before coming to Brandeis in 1964, he engaged in social work, administration, teaching and research in Palestine/Israel and the United States. His writings include *Unravelling Social Policy, The Challenge of Social Equality, Beyond The Jungle, Violence Against Children, and Abuse and Violence* (editor), as well as numerous journal articles. He has served on the editorial boards of *Child Welfare, Children and Youth Service Review, American Journal of Orthopsychiatry, Humanity and Society, Sociology and Social Welfare, Social Development Issues, Evaluation and the Health Professions*. He teaches also at Washington University, Smith College and Harvard University Extension, and serves currently as president of the Association for Humanist Sociology.

Robert G. Gilbertson specializes in the use of information systems in management. His research interests include investigating distributive processing, defining the factors influencing the transfer of information in organizations, and structuring the proper role of the information processing function in organizations. He has written an *Information Systems Glossary for General Managers* and is completing a casebook on management information systems.

Arnold Gurin, former dean of the Heller School, is interested in organization and administration, planning social service delivery systems and Jewish community organization. He is currently completing a study of purchase of service and contracting practices in human service agencies in Massachusetts, done in collaboration with Professor Barry Friedman. He has contributed a chapter to a book, *Management of Human Services*; his other publications include *Community Organization Curriculum in Graduate Social Work Education and Community Organization and Social Planning* (with Robert Perlman).

Leonard J. Hausman is director of the Human Services Management Program. His research focuses on the design of income maintenance programs and the evaluation of their effect on work behavior. Most recently, he has been engaged in an evaluation of the Massachusetts "workfare" program for

heads of AFDC-UF families for the Department of Labor. With Andrew Hahn, he is directing a major research effort for the Office of Youth Programs for USDOL. In early 1980, he was reappointed to the Massachusetts Board of Economic Advisers.



Robert B. Hudson, a political scientist, teaches courses in social policy formulation and implementation. His principal research interests are in the politics of aging and in social policy implementation. His articles have appeared in *The Annals*, *National Journal*, *The Gerontologist*, *The Handbook of Aging and the Social Sciences*, *The Urban and Social Change Review*, and others. He is currently supported through a Research Career Development Award from the National Institute on Aging, and is a member of the editorial boards of *Research on Aging* and *The Gerontologist*.

Kenneth J. Jones is interested in the area of cost, financing and efficacy of various service modalities for the developmentally disabled. Recent publications include "The Costs of Ideal Services to the Developmentally Disabled Under Varying Levels of Adequacy," and "Policy Implications for the Five-Year Study of Cost and Services Needs of the Developmentally Disabled." He teaches in the areas of computers, multivariate analysis and forecasting time series. He is a fellow of the American Association for the Advancement of Science.

Wyatt C. Jones, a sociologist and social psychologist, studies the impact of large-scale interventions on individuals, groups and society, with emphasis in the areas of mental illness, alcoholism, utilization of health services and deinstitutionalization. His teaching

centers on research design and methodology, use of secondary data, information systems and evaluation. He directs a doctoral research training program for the Veterans Administration. He serves on the editorial boards of the *Research on Aging*, *Journal of Social Science Research*, and *Evaluation Review* (associate editor), and has co-authored a textbook, *Social Problems: A Social Policy Perspective*.

Lorraine V. Klerman approaches social welfare problems from a public health perspective. Her research and teaching concern the health and welfare of pregnant women, young children, and adolescents, with particular emphasis on school-age pregnancy. She spent the 1978-79 academic year in Washington examining child health issues for the department of Health, Education and Welfare. She has served on the Research Review Committee of the National Institute of Alcohol Abuse and Alcoholism, as an associate director of the Journal of Health and Social Behavior, and as project director, Task Force on Children's Services, Massachusetts Committee on Children and Youth.

Albert L. Kramer, a district court judge in Massachusetts, specializes in the politics and administration of government. He was chief policy adviser to former Massachusetts Governor Francis W. Sargent with responsibility for researching, drafting and writing

major state policy papers and speeches. He was founder and director of the Massachusetts Law Reform Institute and executive director of the Voluntary Defenders Committee, Inc.

Norman R. Kurtz, a sociologist, specializes in the field of alcoholism. Current research interests include evaluation of occupational alcoholism programs and related social welfare issues. He has recently co-authored several papers reporting research in occupational alcoholism. A special consultant to the director of the National Center for Health Services Research (NCHSR), he also is chairperson of a committee responsible for supervising its evaluation of health technology workshops for NCHSR. Former chairperson of the Training Review Committee of the National Institute of Alcohol Abuse and Alcoholism, he continues as director of Policy Studies in Alcoholism at the Heller School.

David B. Lipsky, an economist, specializes in industrial and labor relations. His recent publications include "The Composition of Strike Activity in the Construction Industry" and *The Effectiveness of Union-Management Safety and Health Committees*, a report to the Ford Foundation. He is an associate editor and member of the editorial board of the *Industrial and Labor Relations Review* and a member of the Panel of Mediators and Factfinders of the New York Public Relations Board.

Ann E. MacEachron is program director of the Mental Retardation Research Training Program and director of social psychology at the Eunice Kennedy Shriver Institute for Research in Mental Retardation. Her current research in the area of mental retardation deals with management of residential homes, the analysis of health care needs, and the description of ideal comprehensive service delivery systems in the community. Two of her recent publications include *Regional Evaluation Guide for Human Services* and "Mentally Retarded Offenders: Prevalance and Characteristics."

Robert Morris has research interests that include policy and program development in the social services, health care, aging, and the adoption of scientific innovation. He was founder and served from 1970 to 1976 as director of the Levinson Policy Institute. In recent years, he has served in consulting and advisory capacities to the National Institute of Mental Health, the Veterans Administration, the International City Management Association, the Department of HEW Office of Planning, and Office of Human Development Service, among others. He has authored or co-authored *Centrally Planned Change; Toward a Caring Society*; and *Social Policies of the American Welfare State*, as well as numerous articles.

Robert Perlman is director of the Heller School's Ph.D. program and of the program of research and training in Public Policies and the Family. His teaching and research center on policy analysis from the perspective of the American family. He recently co-authored *Families in the Energy Crisis* and is the author of *Consumers and Social Services*. He has taught social planning and is co-author of *Community Organization and Social Planning* (with Arnold Gurin).



Howard Rosen specializes in research utilization policy development in the area of employment and training policy. Prior to coming to Brandeis, he directed for sixteen years the Office of Research and Development of the Employment and Training Administration in the Department of Labor. In recent years, he has served in consulting and advisory capacities to The Manpower Committee of the Organization for European Economic Cooperation, The National Academy of Sciences, and The National Council on Employment Policy. He has recently authored "Research Debunks Myths About Women Who Work." He has been influential in using federal resources to support the growth of the new field of labor market policy analysis.

Alan Sager is an assistant professor of urban and health planning and serves as research director of the Levinson Policy Institute, the research unit of the school directed toward long-term care issues. His principal teaching and research interests are in long-term care, health planning, and hospital ecology. Two studies are in progress: one estimates the effectiveness of various home-care service packages for the elderly and the other analyzes urban voluntary hospitals' responses to racial change in surrounding neighborhoods. He is a member of the board of the Comprehensive Health Planning Council of Greater Boston and of the Joslin Diabetes Foundation's Long-Term

Planning Committee. His Ph.D. degree from M.I.T.'s Department of Urban Studies and Planning was awarded in 1979.

James H. Schulz specializes in the areas of income maintenance, pension policy, and the economics of aging. Prior to coming to Brandeis he worked at the U.S. Office of Budget and Management and the University of New Hampshire. Prof. Schulz testifies frequently before Congressional committees and served on the Senate Special Committee on Aging. He was general editor and coordinator for the project producing the Background Papers for the 1971 White House Conference on Aging. Recent publications include: *Providing Adequate Retirement Income* and *The Economics of Aging*.

John F. Scott, who specializes in the field of mental health, has been a part-time member of the Heller School faculty since 1964. He is director of the Worcester Youth Guidance Center, a comprehensive mental health center for children. He teaches at the University of Massachusetts Medical School in the Department of Psychiatry and is a consultant to the Worcester Police Department Training Academy. His interests range from mental health education to adolescent suicide to drug abuse. His most recent publication is "Strategic Intervention: A Multi-Discipline and Multi-Facet Mental Health Program for the Hispanic Community." He is a member of the Governor's State Council on Juvenile Behavior, Commonwealth of

Massachusetts, and holds numerous consulting positions.

John P. Spiegel, a psychiatrist, is director of the program in Ethnicity and Mental Health. His teaching involves social psychiatry, and ethnicity and mental health with special emphasis on policies relating to mental health training and service delivery. A recent past-president of the American Psychiatric Association (APA), he is a member of the APA board of trustees, vice president of the American Family Therapy Association, president of the Mental Health Film Board, and a member of the board of trustees of the American Academy of Psychoanalysis. He has written the introduction to a recently published book, *Current Perspectives in Cultural Psychiatry*.

Irving K. Zola, a sociologist, is primarily interested in the sociology of health and illness. He has edited several nationally prominent journals in the area such as the *Journal of Health and Behavior*, *Social Problems*, *Social Science and Medicine* and *Sociology of Health and Illness*. He is a frequent contributor to journals, has edited several books, including *Organizational Issues in the Delivery of Health Services* and *Poverty and Health*, *A Sociological Analysis* and will shortly publish a series of essays entitled *Socio-Medical Inquiries*. Professor Zola has had extensive experience in clinical settings and has created counseling advocacy, and a resource center devoted to people with chronic disabilities.

Senior Research Staff

Rebecca Black, a clinical and developmental psychologist, has worked as a clinician, researcher and administrator in the fields of alcohol and drug abuse. From 1971 to 1980 she was chief psychologist at The Washington Center for Addictions in Boston. Her current research interests include the relationship of substance abuse to violence in the family and the use and abuse of alcohol by the elderly. She is the author of numerous articles in the addictions. One recent report of her research is a chapter "Parents With Special Problems: Alcoholism and Opiate Addiction" in Henry Kempe and Ray Helfer's book *The Abused Child*.

Rosemary F. Dybwad, a sociologist, is primarily concerned with the international aspects of mental retardation and other developmental disabilities. From 1964 to 1967 she was co-director, with Gunnar Dybwad, of the Mental Retardation Project of the International Union for Child Welfare, Geneva, Switzerland. She is the author of numerous articles and in 1978, edited the second edition of her *International Directory of Mental Retardation Resources*. She and her husband have received awards for their distinguished services both from the American Association on Mental Deficiency and the International League of Societies for the Mentally Handicapped.

Leonard W. Gruenberg, a former theoretical physicist, has been working for the last ten years as a health planner and policy analyst specializing in the area of long-term care. He has developed certificate of need guidelines for long-term care institutions for the State of Massachusetts and has coordinated a large-scale evaluation of the Pennsylvania Domiciliary Care Program. Currently he is designing an experimental health and social service program for chronically impaired elderly, which will integrate concepts from experimental community care organizations and from health maintenance organizations.

Andrew B. Hahn is a labor market specialist and associate director of the Heller School's new Center for Employment and Income Studies. His principal research interests are in the employment problems of low-income families and professionals. His current research in the area of youth employment deals with the provision of technical assistance to the Department of Labor's Office of Youth Programs to assist that office retrieve, integrate, and disseminate research findings. Two other studies are in progress: one evaluates two job search assistance programs for youth and the other analyzes the impact of a mandatory work experience program on welfare fathers in Massachusetts. His most recent article is "Taking Stock of YEDPA—The Federal Youth

Employment Initiatives." He recently co-authored (with Arnold Gurin) "Jewish Federation Professionals—Status and Outlook."

E. Milling Kinard is a sociologist whose major interest is the mental health field. Two areas of her recent research have concerned emotional development in abused children and patients discharged from state mental hospitals. Her teaching involves introducing students to computer programming. Recent publications include: "The Psychological Consequences of Abuse for the Child" and "Beyond Institutional Boundaries: The Fates of Deinstitutionalized Patients in the Community."

Robert Lerman, an economist, is primarily interested in the areas of employment and income maintenance. As special assistant for Youth Policy, he served as lead analyst for the Department of Labor on a review of youth employment research and policies for the Vice President's Task Force on Youth Employment. Prior to that he consulted widely to government agencies on welfare reform in addition to teaching and doing research in this area. He also served on the Joint Economic Committee of the U.S. Congress. In addition to his youth employment publications, he recently co-authored "Options in Income Support for the Aged: A Critique of the Two-Tier Approach," "Concepts and Measures of

Structural Unemployment,” and “A Critical Review of Trade Housing Policies.”

Joanna Lion is a medical sociologist who was associated for nearly ten years with the Center for Health Administration Studies at the University of Chicago Business School. She has also had practical public policy experience working for two state hospital associations and was most recently at the Boston University Medical School working on a data base for fee-for-service HMO's. Her major policy interests include minority health care, health care planning, and costs of health care related to reimbursement policy. Publications include: *Two Decades of Health Services: Social Survey Trends in Use and Expenditure*, co-authored with Ronald Andersen and Odin W. Anderson. She currently serves on the Health Services Research Study Section of the National Center for Health Services Research and is a consultant to other HHS agencies, as well as private organizations.

John C. Papajohn, associate director of the Ethnicity and Mental Health Project, has been involved in teaching and research in the area of ethnicity and mental health, with special emphasis on the acculturation stress experienced by members of different ethnic groups in adapting to the American social system. In the past, he has taught courses on ethnicity and social policies and practiced behavior therapy. A member of the editorial board of the *Journal of*

International Family Therapy, he has recently co-authored “Transactions in Families.”

Cecilia Rivera is with the Center for Employment and Income Studies. She has conducted research in the area of child welfare and mother's employment in third world nations. Presently, she is project director of an evaluation of two job search assistance programs for disadvantaged youth in urban settings and will extend that interest into an experiment combining job search assistance with direct incentive payments for youth and employers. She received her Ph.D. degree from the Heller School.

Alan S. Rosenfeld, a sociologist, is principally concerned with the design and conduct of evaluation research especially in the area of quality of life in long-term care programs. Previously his professional experience has been in applied research and planning in the areas of health care and services to the elderly sponsored by federal, state and local governments. His publications include: “Needs Surveys and the Social Construction of Reality,” and a “Comprehensive Study of the Quality of Life and Care in Worcester Nursing and Rest Homes.”

Adriana Stadecker specializes in the areas of employment and economic development. Her previous research focused on women and work, job creation for the economically disadvantaged and evaluations of

community development corporations. Before joining Brandeis, she directed the Department of Research, Planning and Program Development for the City of Boston's Employment and Economic Policy Administration. She is currently a senior research associate with the Center for Employment and Income Studies and is primarily involved in research on youth employment.

Stanley S. Wallack, an economist, is director of the Center for Health Policy Analysis and Research. He taught at the University of Illinois (Champaign-Urbana) during 1968-70. From 1970 to 1975 he was the director of the Division of Health Resources in the Office of the Assistant Secretary for Planning and Evaluation (HEW). He was involved in legislative development, evaluations and regulations for health manpower, health planning, health facilities, biomedical research, as well as other program areas. From 1975 to 1977, he served as deputy assistant director of the Congressional Budget Office, for Health, Income Assistance, and Veterans Affairs. In that capacity he worked with Senate and House legislative staffs on a variety of issues, including welfare reform, social security financing, health manpower, child health, health maintenance organizations and health care cost containment.

Board of Overseers

The Board of Overseers of the Heller School is appointed by the president of the University. The Board is a small working group that meets regularly to review the programs of the School and its needs. Members serve in an advisory capacity, helping to guide the School in the development of its programs, curricula, and faculty selection.

Members

Charles Aaron

Attorney, Aaron, Aaron, Schimberg and Hess
Chicago, Illinois

Harold W. Demone, Jr. '66

Dean, Graduate School of Social Work
Rutgers, The State University
New Brunswick, New Jersey

Stanley Feldberg

Chairman, Executive Committee,
Zayre Corp.
Framingham, Massachusetts

Newell Flather

Vice President, Boston Safe Deposit and
Trust Company
Boston, Massachusetts

Melvin A. Glasser

Director, Social Security Department
International Union, United Automobile,
Aerospace, and Agricultural Implement
Workers of America - UAW
Detroit, Michigan

Peter E. Heller

President, Faxon Communications Corp.
White Plains, New York

Jane G. Jones '71

Assistant Dean of Educational Affairs
Tufts University School of Medicine
Boston, Massachusetts
President, Heller Alumni Organization

Anne Peretz

Cambridge, Massachusetts

David R. Pokross, Chairman

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and Storey
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Member, Board of Fellows, Brandeis
University

Irving W. Rabb

Vice-Chairman of the Board, The Stop and
Shop Companies, Inc.
Boston, Massachusetts

Stanley S. Surrey

Professor, Harvard Law School
Cambridge, Massachusetts
Former Assistant Secretary of the
Treasury for Tax Policy

Raymond Vernon

Professor, Harvard University, School of
Business Administration
Boston, Massachusetts

Henry Zucker

Executive Vice President, Jewish
Community Federation of Cleveland
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